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ABSTRACT

The evolution of educational support services at California State University (CSU) is described, and a student services master plan is proposed. Thirty recommendations for improving services, better integrating them into the system, and ensuring that they meet the needs of today's students and those enrolling in the future are presented, including the following: campuses periodically assess student needs, priorities, and opinions to measure student satisfaction with the CSU experience; student affairs play a major role in assisting the entire campus community to develop programs that foster understanding and appreciation of diverse social and cultural lifestyles; campuses seek means of recognizing and rewarding faculty participation in student services and programs that enhance the educational experience of students beyond the classroom; financial aid staff extend their efforts in pointing out the potential of financial aid for supporting and advancing outreach and recruitment efforts; and recreation and leisure activities be encouraged and supported. Six appendices are: working paper on qualities desired in CSU graduates; inventory of existing CSU student services policies; organization of student affairs in CSU; the history of student affairs in American higher education; student services evaluation standards; and task force membership. Contains 68 references. (SM)

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The California State University

Report of the Educational Support Services Master Plan Task Force

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The California State University

Report of the Educational Support Services Master Plan Task Force

May 1989
Office of the Chancellor
Long Beach, California

FOREWORD

This report was prepared by the Educational Support Services Master Plan Task Force appointed by Dr. W. Ann Reynolds, Chancellor of The California State University. Task Force membership included representatives of the students, faculty, administration, and student affairs units.

The report describes the evolution of educational support services in the CSU, proposes a student services master plan, and advances a series of thirty recommendations for improving services, better integrating them into the educational process, and ensuring that they meet the needs of today's students and those enrolling during the next ten to fifteen years.

At their June 14, 1989 meeting, the CSU Board of Trustees adopted the Student Services Master Plan defined by the five policy statements proposed in Part II of the report. The thirty recommendations are for systemwide and campus consideration in ensuring that the services required by the Master Plan meet the needs of present and future CSU students and that the services are tailored to the characteristics of the various student populations.

The California State University

EXECUTIVE SUMMARY

REPORT OF THE

EDUCATIONAL SUPPORT SERVICES

MASTER PLAN TASK FORCE

At the request of the California State Student Association and in response to The California State University Board of Trustees assigning priority to development of an educational support services master plan, Chancellor Reynolds appointed the Educational Support Services Master Plan Task Force. The Task Force has completed its charge and, after systemwide consultation and campus comment, submits this final report.

Part I of the Task Force report presents information on existing services, reviews how those services are funded, and considers characteristics of future CSU students. Part II proposes a student services master plan. Part III offers a series of recommendations to guide the campuses in ensuring that the services to be required by the master plan will meet the needs of today's CSU students and those attending between now and the beginning of the twenty-first century.

The report proposes that the CSU Board of Trustees adopt as systemwide policy the following five components of the Student Services Master Plan:

1. Recognition that student services staff share responsibility with the faculty for offering students a broad educational experience complementing classroom instruction.

2. Mandatory provision of the following services and student development programs on each CSU campus, subject to available resources:

Academic Advising
Admissions
Campus Safety and Security
Career Services and Placement
Child Care
Counseling and Psychological Services
Cultural and Intellectual Development Programs
Disabled Student Services
Financial Aid
Health Services
International Student Services
Learning Assistance Programs
Orientation/Transition Services
Outreach and Recruitment
Registration/Academic Records
Re-Entry Services
Residential Life and Housing
Services for Underrepresented Students
Student Activities and Governance
Student Rights and Responsibilities
Testing and Assessment

3. Authorization to campus Presidents to augment basic services by providing optional services and student development programs consistent with campus needs and priorities.

4. Mandatory evaluation of student services and development programs every five years using objective standards.

5. Trustee commitment to seek adequate resources for all required student services and programs.

The Master Plan does not dictate campus organizational configuration or administrative alignment. Defining specific required services in the Master Plan should not be construed as recommending that all such services be located within the campus student affairs unit. The Task Force report supports a level of flexibility that recognizes CSU campus diversity.

The recommendations, some applicable to all services and others related to specific student services, advance ideas for campus consideration in ensuring the services meet the needs of contemporary and future CSU students and are tailored to the characteristics of the various student populations. The recommendations are also intended to be helpful in conducting periodic evaluation of the adequacy of student services.

The report emphasizes the importance of regular evaluation of all educational support services. A comprehensive listing of standards and guidelines is included to assist campuses in conducting the five-year evaluations using objective criteria.

The report concludes with emphasis on the importance of adequate resources for each of the basic services.

The California State University

Report of the Educational Support Services Master Plan Task Force

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I. INTRODUCTION

With over 350,000 students, The California State University is one of the largest and most preeminent institutions in the nation. Since its establishment as a system in 1960, many social, cultural, and political changes in California and in American society have occurred that affect the manner in which institutions of higher education define and carry out their respective educational missions. In recent years concerns have surfaced among California educators, policymakers, and the general citizenry regarding the ability of the public segments of postsecondary education in California to respond to demographic shifts, financial constraints, and the national call for educational reform. Recognizing this, California has joined other states in launching studies and reviews of higher education. In 1984, for example, the California State Legislature established the Commission for the Review of the Master Plan for Higher Education. The Commission has since completed its work, issuing a community college reassessment study in 1986, and an update to the State Master Plan for Higher Education, *The Master Plan Renewed*,[1] in 1987. The report of the Joint Committee for Review of the Master Plan for Higher Education, *California Faces .... California's Future*,[2] was completed in 1989.

The California State University has been actively engaged in educational reform efforts, participating on the Master Plan Commission; sponsoring its own studies of student characteristics, educational access and retention; revising its curricula and admissions requirements; updating the CSU Mission Statement in 1985; and refocusing attention on the quality of undergraduate education. More recently, the CSU has established an Outreach and Recruitment Advisory Committee, an Educational Equity Advisory Council, a Task Force on Retention and Advising, systemwide Commissions on Older Part-time Students and Instructional Technology, and a Financial Aid Advisory Council.

This present study is within this context of reform and revitalization of postsecondary education.

A. Need for a CSU Student Services Master Plan

The California State Student Association (CSSA) first called for an Educational Suppport Services Master Plan. The CSU Board of Trustees then identified the development of such a plan as one of its priorities. In May 1987, Chancellor

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[1] Source: *The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education*, Commission for the Review of the Master Plan for Higher Education, July 1987

[2] Source: *California Faces ... California's Future: Education for Citizenship in a Multicultural Democracy*, Joint Committee for Review of the Master Plan for Higher Education, March 1989.

Reynolds established the Educational Support Services Master Plan Task Force. The Chancellor requested the Master Plan address the following:

- What are the current and long-range educational support services and student development programs needed by CSU students?
- To what extent should each of these services and programs be provided?
- How can these services and programs best be integrated in the educational process?
- What assessment methods are needed to ensure quality services and programs to address the changing needs of students?
- What are the funding implications?

To carry out this charge, the Task Force gathered data on the characteristics of CSU students and projected the educational needs of students into the next century. To provide a context within which the Master Plan would be developed, the Task Force developed as a working paper a series of expectations or outcomes which it concluded should characterize CSU graduates as a result of their curricular (classroom instruction) and co-curricular (class-related, out-of-class) experiences in this university:

Sensitivity to and appreciation of multicultural diversity.

Commitment to fulfilling social obligations.

Ability to think clearly and logically, to find and critically examine information, and to communicate orally and in writing (Executive Order 338, General Education - Breadth Requirements, 1980).

Interpersonal skills demonstrated by a willingness and ability to negotiate, compromise, and remain open to new views.

Development of self-awareness and positive self-concept.

Ability to cope with change and ambiguity, to understand and utilize information and information technologies, to develop adaptability and versatility.

Ability to identify and assess judgments, values, and ethical concerns involved in a course of action and to apply ethical standards to individual and group decisions.

Development of aesthetic appreciation.

A discussion of these outcomes is presented in Appendix A.

The Task Force proceeded on two assumptions. First, professional staff at each CSU institution share responsibility with faculty in achieving these outcomes and in offering students a broad educational experience complementing classroom instruction. Second, a commitment to educational equity is an integral part of all campus programs and activities, thereby constituting a comprehensive and coordinated institutional effort in achieving equity goals.

The terms "educational support services," "student services," and "student affairs," are often used interchangeably. The term "educational support services" is often used to refer to all services provided to help students derive maximum benefit from their university experience, as well as those services more directly related to the support of instruction. However, in other instances "educational support services" connotes only those services directly related to the instructional process.

To avoid this ambiguity, the Task Force uses the term "student services" to refer to all support services offered and is defined as those services and programs designed to a) assist students in identifying, clarifying, and achieving their educational goals, b) improve the quality of student life on campus, c) enhance the campus learning environment, and d) improve student access to, and retention in, the university. The term "student affairs" refers to the campus organizational component that administers many of the student services and, more generically, to the professionals who work with students in these capacities.

B. Existing CSU Student Services

Student services are an integral part of the educational mission of The California State University. They are valued both in terms of their direct support of instruction and in their own right as providers of educational and enriching experiences for students.

Each CSU campus currently provides a wide range of non-instructional support services and student development programs. These services and programs, recognizing local campus variations, can be organized into eleven broad functional areas. The programs cited are examples and do not include all programs that may be found in each area.

Taxonomy of CSU Student Services

- **Academic Support**
  Relations with schools, testing and assessment, admissions, advising, registration/academic records, orientation, academic skills, retention
- **Campus Safety and Security**
  Public safety, use of campus facilities, parking and transportation management, risk management, campus safety regulations and awareness programs
- **Career Services and Placement**
  Counseling, career development, placement services
- **Counseling and Psychological Services**
  Personal and developmental counseling, crisis intervention, psychological services
- **Cultural and Intellectual Development**
  Cultural arts activities, lecture, workshops, student-faculty relations
- **Financial Assistance**
  Financial advising, student employment, determining student eligibility for federal and state financial aid programs, awarding of grants, loans, and scholarships
- **Health Services**
  Health promotion, urgent care, disease prevention and treatment.
- **Residential Life and Housing**
  On-campus housing, off-campus housing advising and referral, food services
- **Services for Defined Student Groups**
  Child care, commuter student services, educational equity programs, disabled student services, international student services, re-entry services, student athlete support services, transfer student services, women's centers
- **Student Activities and Governance**
  Student activities, clubs and organizations, fraternities and sororities, recreation, student union, student government
- **Student Rights and Responsibilities**
  Standards of student and organizational conduct, campus disciplinary and grievance procedures

1. Board of Trustee Policy

Current Board of Trustee policy requires CSU campuses to provide a basic level of services and adequate professional staff as follows:

> Each campus shall maintain an adequate staff to provide student personnel services to include counseling and testing, activities, and housing, health service, placement, and admissions and records.[3]

This policy statement set forth a minimum service level. In the intervening years the following were added to the support budget: social and cultural

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3 Source: *California Code of Regulations, Title 5, Section 41701*, Student Personnel Services.

development, financial aid (excluding federal aid programs), support for fifty percent of the dean of students office, financial aid business operations, educational opportunity programs, ombudsman (funding deleted in 1982), and disabled student services. Many other programs and services not directly supported by the operating budget have also emerged over the years in response to student needs. Examples of these include new student orientation, academic skills programs (learning assistance centers), retention programs, re-entry programs, fraternity and sorority advising, commuter student services, women's centers, cooperative education, student athlete support services, veterans affairs, international student services, club sports and intramural programs, educational programming in residence halls, student community service (Human Corps), and campus safety awareness programs.

Systemwide policies, in the form of operational policies and procedures, Executive Orders, and coded memoranda from the Chancellor's Office, have been issued as necessary to address changing systemwide priorities and program complexities, and in response to state and federal regulations. Appendix B references selected current CSU policies pertaining to student services by service area and subject matter.

2. Organization of CSU Student Services and Programs

Reflecting the institutional diversity which characterizes The California State University, student services and student development programs vary in form and content from one campus to the next, as do the campus organizations administering them. However, there are more similarities than differences. Each campus has designated one person among its senior management to serve, functionally, as a "chief student affairs officer (CSAO)." Typically, this administrative officer reports directly to the president. Reporting to the CSAO's are a number of basic or "core" services—counseling, career Planning and placement, dean of student's office, disabled student services, educational opportunity programs, financial aid, health services, student housing, judicial affairs, student affirmative action, student (development) activities, and testing. In most cases, the CSAO's are also responsible for other campus services and programs. For example, at eleven campuses the CSAOs manage academic advising units and at eight campuses the CSAOs manage admissions and registration/academic records; at ten campuses they manage outreach, recruitment, and retention components; eleven CSAOs manage international student programs; at four campuses CSAOs are responsible for public safety; and at three campuses CSAOs are responsible for intercollegiate athletics.

Appendix C contains the results of a 1989 survey of the organization of student affairs on CSU campuses. The data include summary information for the nineteen campuses on reporting relationships and staffing levels, and

CSAO management responsibilities and titles, educational background, and professional experience.

Please see the opening section of Part II for discussion of the importance of maintaining campus flexibility to organize student services and programs in ways that best meet local campus needs and circumstances.

3. **Funding**

In The California State University, student services are funded from a variety of sources:

a) *General Fund*: Basic student services, that cluster of programs minimally required by Trustee policy, receive general fund support. The general fund consists of monies allocated each year by the California State Legislature, CSU-generated revenue from student fees and charges (e.g., State University Fee, Nonresident Tuition, Application Fee), special reimbursements, and matching federal funds, (e.g., College Work-Study, Independent Operations, Parking Security). Student services and student development programs at each CSU campus receive general fund allocations annually on the basis of fixed staffing and budgetary formulas which are, for the most part, enrollment- and user-driven.

Campuses operate student housing and parking programs. Housing programs are self-supporting, deriving their income from fees for the use of housing facilities, Federal and State subsidies, and interest on retained earnings. Overall, these funds are used for current operating expenses, facilities maintenance and repair, and principal payments on outstanding construction bonds. Likewise, the parking program also is self-supporting, deriving its income from use fees and parking fines charged to students, faculty, staff, and campus visitors.

b) *Elective Student Fees*: Students at CSU campuses have elected to impose charges on themselves each term for student activities and instructionally related activities. These revenues remain at each campus and are allocated on the basis of local priorities and programmatic commitments. Student union fees are collected at each campus primarily for the purpose of repaying bonded indebtedness and physically maintaining the student union facility but also may be used for programs and activities.

c) *Auxiliary Organizations*: Auxiliary organizations are separate legal entities authorized by the Education Code to perform on behalf of the campuses services not provided in the general fund budgeting process. They operate in accordance with written agreements and are permitted to perform functions that contribute to the educational mission of each

campus. Auxiliaries are self-supporting and operate such services as bookstores, food service, grants and contracts, agricultural projects, intercollegiate athletics, Associated Students programs, and student unions.

In recent years, revenue sources other than the general fund have played an increasingly important role in campus student life and in the provision of student services and development programs.

C. CSU Students of the Future

The Task Force agreed that the context for discussing the character and nature of student services should be the current composition of CSU students and, to the extent it can be projected, that composition in the next ten to fifteen years. Educators are aware of the population shifts that have occurred since the early 1970s and their impact on the demographic profile of university students: increased proportions of disabled and nonwhite students, women, students over 25 (particularly those who are part- or full-time members of the workforce), and part-time students. It is understood and accepted that student services will need to continue to evolve to meet the changing needs of students.

Ethnic diversity is a characteristic of the CSU. For example, in fall 1988, 65.5% of CSU undergraduates identified by race or ethnicity identified themselves as white. The percentages for other major ethnic groups were: Asian, 12.6%; Black, 5.8%; Hispanic, 11.6%. Currently, the undergraduate distribution is about 47.7% male and 52.3% female.

CSU enrollments are heterogeneous with respect to age. A significant proportion of undergraduate students is over 24 years of age. In 1988, over 44,000 (16%) were 25-29 and about 42,000 (15%) were 30 or over. For the same year, 19.5% of all new undergraduates were 25 years or older. Finally, 29% of CSU undergraduates are part-time students taking fewer than 12 units and a majority of these older part-timers are females.

Transfer students are an important segment of the CSU enrollment. In 1987-88, 65% of all new undergraduates were transfers, and 84% of all transfers from California postsecondary institutions were transfers from California public community colleges. These students are more likely to be over 25 years old, and bring to the university a special set of transition needs.

Since 1960, enrollment in CSU has been moving toward greater ethnic diversity. Between 1977 and 1987, Hispanic undergraduates experienced a rate of growth far greater than that of the university. During the same period Asians and Filipinos showed the highest rates of growth. Black enrollments, though relatively stable, represent increasing proportions of the Black college-age population and are not declining as is true elsewhere in the nation.

Disparities still exist between population demographics and CSU enrollments of Blacks and Hispanics. How wide or narrow these disparities will be in the future depends, in large part, on forces external to the CSU, especially as they affect K-12 completion rates. If significant gains are to be realized in Black and Hispanic enrollments in the CSU, high school graduation rates and community college transfers from these groups will have to be much larger than they are now. Continued CSU efforts in this area must be part of greater commitment on the part of all segments of California education.

By any measure, the CSU has become more diverse in the social and demographic composition of its students. The CSU must now reassess how well it serves its students. Growth of new or nontraditional student populations will generate new demands on student service providers. The significant increase in the number of older students, for example, spotlights the need for increased availability of services at times and places convenient to students with family or employment responsibilities. The increasing reality and acknowledgment of nontraditional sexual orientations and preferences of some CSU students will require a new level of sensitivity and awareness on the part of staff in all aspects of student life. An increase in Black, Hispanic, and Asian enrollments signals the need for expanded service since many of these students are first-generation college attendees. Almost one-half of the fastest growing ethnic group consists of relatively new Californians--immigrants and refugees from Asian countries--who bring with them needs for special services.

CSU will be far more diverse in the twenty-first century than it is now, especially as educational equity goals are met. Most futurists predict that college students in the year 2000 will be older than they are today, and more of these students will be of Asian, Black, and Hispanic origins. Annual reports from the State's Department of Finance and California public school enrollments indicate the CSU will move in that direction. In 1988, 50.8 % of California's K-12 students were either Hispanic, Black, Asian, Filipino, Pacific Islander, or American Indian. Further, the school-age population for these groups has been growing faster than for white, non-Hispanic students. By 1993 the 18-24 age population will be a nonwhite majority. The number of 18-24 year old California residents declined in the late 1980s, while the number of older residents grew dramatically. At least one group of scholars predicts that the aging of California will continue until the year 2015.[4] Those providing student services will need to ensure that they respond to the needs of present and future CSU students.

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[4] Source: D. Hays-Bautista, J. Chapa, & W. Schink, *The Burden of Support: The Young Latino in an Aging Society*, 1988.

D. Summary

The first part of this report has presented the need for a Student Services Master Plan, reviewed existing student services, and considered the characteristics of future CSU students. The next section of this report constitutes the Student Services Master Plan. The Master Plan consists of a listing of basic services the Task Force proposes each campus shall be required to provide. Following the Master Plan is a set of recommendations the Task Force believes are needed to ensure that campus student services meet the needs of contemporary students and those expected to attend the CSU in the next decade and beyond.

II. STUDENT SERVICES MASTER PLAN

The purpose of this Student Services Master Plan for The California State University is twofold: first, to define the full range of services necessary for CSU students to derive the maximum benefit from their collegiate experience and, second, to identify evaluative standards that will guide The California State University in the years ahead in planning and providing out-of-classroom services and programs for students. The Master Plan consists of five components:

1. Statement of the role and professional responsibilities of student services;

2. Listing and definition of basic student services CSU campuses should be required to provide;

3. Authorization to augment basic campus student services;

4. Mandatory evaluation of student services and programs every five years; and

5. Commitment to seek adequate funding and staffing of student services.

"Student services" is defined here as those services and programs designed to a) assist students in identifying, clarifying, and achieving their educational goals, b) improve the quality of student life on campus, c) enhance the campus learning environment, and d) improve student access to, and retention in, the university. The term "student affairs" refers to the campus organizational component that administers traditional student services, and, more generically, to the professionals who work with students in these capacities.

The Master Plan does not dictate campus organizational configuration or administrative alignment. Defining required services in the Master Plan should not be construed as recommending that all such services be located within the campus student affairs unit. Some may remain within academic affairs, administrative affairs, or business affairs on certain campuses. The Task Force report supports a level of flexibility that recognizes CSU campus diversity. Rather than being a rigid template, the Master Plan can serve as a measure of the adequacy and quality of student services on California State University campuses.

Following is discussion of the five components of the Master Plan.

A. Role and Professional Responsibilities of Student Services

The Student Services Master Plan is predicated on the assumption that student services staff at each CSU institution share responsibility with faculty in offering students a broad, educational experience complementing classroom instruction. In designing campus enrichment programs and managing student services, staff are expected to support institutional endeavors in the following major areas.

Institutional Mission

- Support and explain the values, mission, and policies of the institution;
- Serve as an integral part of the institutional governance structure;
- Adhere to high ethical principles and professional standards in the discharge of their campus responsibilities.

Educational Equity

- Play a central role in improving the access, retention, and graduation of students from underrepresented groups;
- Ensure that student services and development programs meet the needs of the full range of CSU students;
- Address cultural insensitivity by helping to cultivate an appreciation of multicultural diversity.

Faculty Support

- Assist faculty in their work with students by providing consultation and intervention when requested;
- Serve as a resource to faculty in their work with individual students and student groups;
- Develop, in concert with students and faculty, standards of student conduct consistent with institutional goals.

Campus Learning Environment

- Encourage the development of a rich and diverse campus learning environment for students;
- Establish policies and programs that contribute to a safe and secure campus;
- Identify potential problem areas for students and develop suitable institutional responses;
- Encourage faculty participation (and joint faculty-student services participation) in out-of-classroom activities and programs for students.

Student Services and Programs

- Provide institutional services—academic support, financial assistance, counseling and career planning, housing and food service, physical health and safety, cultural development and recreation, and student activities—that contribute to the general welfare of the campus community;
- Coordinate student services with academic affairs, business affairs, development, and other major components of the institution;
- Effectively manage the human and fiscal resources for which student services is responsible.

Student Research and Information

- Provide information to the campus regarding the characteristics of current and prospective students;
- Assess the educational and social experiences of students (i.e., educational outcomes) in order to improve the overall quality of institutional curricular and co-curricular programs;
- Interpret information about students to assist campus officials in determining institutional policies, services, and priorities.

Student Advocacy

- Serve as an advocate for student needs, concerns, and rights in the institution and community when appropriate;
- Ensure that students receive fair and timely hearings on all matters of concern within the institution;
- Provide for the broad participation of students in institutional affairs, including decision-making processes; and
- Assure effective communication channels for students throughout the institution.[5]

B. Basic Student Services

1. Required Services and Programs

The Task Force proposes the Board of Trustees require each California State University campus to provide the following services and student development programs, subject to available resources.

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[5] Source: *A Perspective on Student Affairs*, National Association of Student Personnel Administrators, (1987); *Student Personnel Point of View*, (1937, American Council on Education, 1949).

Academic Advising
Admissions
Campus Safety and Security
Career Services and Placement
Child Care
Counseling and Psychological Services
Cultural and Intellectual Development Programs
Disabled Student Services
Financial Aid
Health Services
International Student Services
Learning Assistance Programs
Orientation/Transition Services
Outreach and Recruitment
Registration/Academic Records
Re-Entry Services
Residential Life and Housing
Services for Underrepresented Students
Student Activities and Governance
Student Rights and Responsibilities
Testing and Assessment

These services and programs have evolved in response to student need and are now being provided in some form at almost all CSU campuses. These services are included in the Master Plan to recognize their importance and to help assure they will continue to be provided. Only Child Care and Re-Entry Services may not be sufficiently established to be considered basic service programs at all CSU campuses. International Student Services and Learning Assistance Programs are well established on most campuses, but efforts to secure approval of budget requests for adequate funding for these services have not yet been successful.

2. Description of CSU Student Services and Programs

a. Academic Advising

Academic advising involves assisting students in the development of educational plans for achieving life goals, selection of courses, and provision of accurate information about graduation requirements. Primary responsibility for academic advising rests with the faculty. However, during the past several decades the advising of several categories of students has emerged on some campuses as a student service shared with faculty. These categories usually include students who have not declared majors, general education advising, and advising "at risk" students.

b. Admissions

Admissions consists of processing and evaluating in-state, out-of-state, and foreign applicants. This functional area 1) responds to inquiries regarding the admission of prospective students, 2) administers institutional policies on course articulation, regular and transfer admissions, special action admissions, foreign admissions, and residency, 3) determines applicant eligibility, 4) redirects unsuccessful applicants who cannot be accommodated for academic and other reasons, 5) assists in the development of informational brochures and publications, and recruiting materials, 6) maintains a catalog library, 7) monitors the admissions process and prepares informational reports for institutional use, and 8) assists other campus offices in preparing for the arrival of new students.

c. Campus Safety and Security

The purpose of Campus Safety and Security is to maintain a campus environment in which the educational mission of the CSU can be carried out safely and orderly, protect state and

personal property, and enforce campus regulations, state and local laws. This broad responsibility involves several specialized professional and technical areas: public safety, parking and transportation management, policies governing the use of campus buildings and grounds, risk management of student activities, and environmental health and safety.

d. Career Services and Placement

Career Services and Placement consists of a cluster of services that help students initiate, develop, evaluate, and implement their career plans and prepare for the world of work. To be most effective, career services should be closely coupled with academic advising and made available to students in their early academic years. Career counseling—analysis of interests, aptitudes, abilities, and values and their relation to career choice—is at the core of these services. These services may be provided through ongoing workshops, coursework, and other structured experiences. Specific services include job referral, part-time employment, internships, cooperative education, resume preparation, job pursuit training, on-campus career interviews, career libraries, information and advisement on graduate and other advanced professional study, and research on career success of CSU graduates.

e. Child Care

The primary purpose of child care is to provide CSU students with accessible, inexpensive, and convenient services so that parental responsibilities, per se, will not be a barrier to attendance at The California State University. Recognizing that this is the newest of the required basic student services, it is anticipated that a CSU definition of care, service delivery standards, human resources needs, and facilities requirements will emerge over the next several years.

f. Counseling and Psychological Services

The primary purpose of Counseling and Psychological Services is to assist students with developmental issues, value formation, and the resolution of personal and academic problems which may impede the learning process. Overall, CSU counseling centers provide either directly, or through collaboration and referral, a variety of counseling services (e.g., individual and group counseling, career development, crisis intervention, short-term psychotherapy), testing and evaluation, faculty and staff consultation, and professional training/supervision consistent with the educational mission of the university.

g. Cultural and Intellectual Development Programs

Campus cultural and intellectual development programs reinforce classroom instruction and complement the academic experience by 1) developing the intellectual capacities of students through programs that explore ideas and topical issues, 2) expanding student appreciation of cultural diversity and the performing and fine arts, 3) promoting the acquisition of student skills and knowledge needed to address issues of values, ethics, and morality in contemporary society, and 4) creating opportunities for students to interact with faculty and staff outside the classroom. Specific programs that help achieve these goals include lectures, debates, workshops, field trips, retreats, student organizations (e.g., debate team, Model United Nations, academic honorary societies), visual and fine arts exhibitions, and performing arts programs in theater, music, dance, and literature. A campus focal point for many of these programs is frequently the student union. However, programs sponsored by academic departments and the involvement of individual faculty and staff are highly desirable as well.

h. Disabled Student Services

The purpose of Disabled Student Services is to help make campus programs, activities, and facilities fully accessible to students with disabilities, with the goal of increasing the representation and academic success of this population in the CSU. This is accomplished through a strategy of mainstreaming, campus awareness programs and academic adaptations, provision of specialized support services (e.g., notetakers, interpreters, test proctors), coordination of applicable on-campus resources, and liaison with external agencies serving persons with disabilities.

i. Financial Aid

Financial Aid staff assist those students who are otherwise qualified but could not afford to attend the CSU without financial assistance, including advising students and their parents on the costs of higher education. Financial Aid determines student eligibility for federal and state financial aid programs and, through a combination of grants, loans, scholarships, and college work-study funds, awards the difference between the student's cost of attendance and the expected family contribution, based on a federally prescribed needs analysis procedure and available funds.

j. Health Services

The primary objectives of student health services are to assist students in maintaining an optimal state of health and to promote healthy attitudes and habits. Specifically, Health Services have been established at each CSU campus to 1) enable students to achieve their educational goals with minimal interruptions caused by illness or injury, 2) detect and prevent the spread of communicable diseases, 3) provide health education programs, and 4) protect the state's investment in higher education by minimizing student attrition due to health reasons. Functioning as preventive and primary care centers, approved services consist of treatment of injuries and acute and subacute illnesses, first aid and urgent care, family planning, prevention of substance abuse, and health education. Pharmacy, laboratory and X-ray services typically are also available.

k. International Student Services

International Student Services provides students from other countries with information about CSU campuses, assisting them in meeting both basic and supplemental requirements for admission and academic study. Specific services include assistance with admissions application processing, Test of English as a Foreign Language (TOEFL) examination, health examination, health insurance, financial support, Immigration and Naturalization Services (INS) paperwork and visa requirements, preadmission advising, academic advising, housing, and cultural transition. In addition to these academically related needs, International Student Services acts as a liaison with U.S. government agencies and foreign governments, and promotes international friendship, understanding, and cultural exchanges with American students and faculty.

l. Learning Assistance Programs

Learning Assistance Programs are designed to improve the existing learning and study skills of students and, where necessary, to provide, with faculty, remedial support to students with basic academic deficiencies. These programs are intended for all students and include development of skills in reading (speed and comprehension), writing, listening, computation, study habits and test taking, and other skills related to improving academic performance.

m. Orientation/Transition Services

Orientation/Transition Services assists new and returning students (and frequently their families) in their transition to higher education by explaining the nature and purpose of the institution, campus expectations of students, and range of educational opportunities. Essential components of new student orientation include 1) an introduction to both the academic and student life and formal regulations which apply to each area, and 2) structured opportunities for establishing positive relationships with faculty, staff, and peers. This service area may also consist of extended orientation in the form of ongoing workshops, coursework, and other structured experiences for new students.

n. Outreach and Recruitment

Outreach and Recruitment has three major functions: 1) to provide accurate information to prospective undergraduate students about the educational opportunities available at the institution, 2) to encourage the academic preparation of students consistent with CSU admissions requirements, and 3) to recruit students to CSU campuses. To achieve the related objectives of information dissemination, preadmission advising, and recruitment, Outreach and Recruitment coordinates or sponsors school and community college visits, curriculum articulation, intersegmental partnerships, campus tours, media and publication development, campus and community awareness programs, and the involvement, as appropriate, of the campus community in these efforts.

o. Registration/Academic Records

Registration/Academic Records consists of student course registration and scheduling, grade reporting, academic recordkeeping, and academic evaluation. This functional area 1) processes student course requests, changes of academic programs and majors, course drops and adds, grade changes, withdrawals, and special consideration petitions, 2) maintains and updates official student academic records, 3) provides academic departments, faculty, and student advisors with student data, 4) interprets and applies academic regulations, 5) evaluates student academic progress and certifies baccalaureate and advanced degree completion, 6) prepares and certifies academic transcripts, 7) assists with the development of the academic calendar, 8) administers veterans affairs program, 9) prepares and distributes enrollment data and assists the director of institutional research in comprehensive studies about student academic characteristics, and 10) assists with the publication and distribution of the schedule of classes, catalogs, and related academic literature.

p. Re-Entry Services

The primary purpose of Re-Entry Services is to provide information and assistance to prospective students who wish to resume their education after an extended absence. Program components may consist of 1) workshops for adults for whom university access is blocked due to academic deficiencies, 2) adult learner outreach programs, 3) on-campus support groups and mentoring programs, 4) faculty-staff awareness programs that heighten appreciation of the dimension adult learners bring to the academic community, and 5) the operation of women's centers.

q. Residential Life and Housing

The primary purposes of the Residential Life and Housing program area are to 1) foster, through residential programming and supervision, a learning environment in campus-operated housing that complements the educational mission of the university, 2) develop, provide, and manage on-campus student housing facilities and ancillary services, such as residential security, facilities maintenance, and conference administration, and 3) refer students to suitable off-campus housing and provide tenant/landlord information.

r. Services for Underrepresented Students

Services for underrepresented students consist of a cluster of programs with a single goal: to identify, contact, inform, recruit, and prepare prospective students from underrepresented populations to attend and succeed at CSU institutions. Programs that support this outcome include Educational Opportunity Program (EOP), Student Affirmative Action (SAA), Disabled Student Services, Summer Bridge Program, Faculty Mentoring Program, Intensive Learning Experience (ILE), Forgivable Loan Program, Upward Bound, discipline-based retention programs, such as Minority Engineering Program (MEP) and MESA Project, and numerous local programs and consortia unique to the region in which the CSU campus is located.

s. Student Activities and Governance

A comprehensive student activities program complements the overall academic experience of students through structured and self-directed social activities, on-campus clubs and organizations, campus and community service, recreation and sports programs, multicultural activities, participation in campus governance and student government, and leadership development opportunities.

t. Student Rights and Responsibilities

Upon admission to the CSU, students are expected to conduct themselves in a mature and responsible manner, comply with campus rules and regulations, and respect institutional governance structures. Likewise, CSU students are afforded civil rights and due process protections and can expect a campus learning environment free from bias. A number of CSU documents, campus publications, programs, and services are concerned with these matters, and include:

- Sections 41301 and 41302 of Title 5 of the *California Code of Regulations*, Executive Order No. 148—Student Disciplinary Procedures, student privacy rights in education records, Executive Order No. 382—Student Records Administration, CSU Statement of Nondiscrimination, and published campus rules and regulations;
- informational publications, student handbooks, and organizational guidelines for on-campus recognition;
- student orientation programs;
- campus judicial programs for individual students and on-campus organizations (e.g., fraternities and sororities, student clubs and organizations);
- student grievance, grade appeals, discrimination, and sexual harassment complaint procedures; and
- campus ombudsman.

Collectively, these publications, programs, and services are intended to 1) inform students clearly and concisely regarding institutional standards of conduct, 2) disseminate and enforce campus rules and regulations pertaining to both individual and organizational conduct, 3) provide effective avenues through which students can redress complaints or concerns related to their student status, academic progress, and the behavior of faculty and staff, 4) protect student legal rights, 5) create the best possible campus climate in which to live, work, and study, and 6) maintain, through responsible thought and action, the high standards of academic excellence and professional integrity that distinguish the university and its faculty.

u. Testing and Assessment

The primary purpose of Testing and Assessment is to administer and score tests related to admissions, class placement, competency for graduation, licenses, credentials, career

development, and psychological assessment. Additional services may include 1) institutional research related to testing programs, 2) assisting faculty with course and curriculum evaluation, 3) student outcomes assessment, 4) assistance with instrument selection and construction, and 5) scoring and analysis of classroom tests.

C. Optional Services

The Task Force proposes the Board of Trustees authorize campus presidents to develop additional services and student development programs, over and above the required services, that are particularly responsive to student needs and campus priorities. Consistent with Trustee policy, such services and programs may involve alternative delivery mechanisms and staffing patterns, access fees and other approved charges, service contracts, volunteer staff, faculty released time, and cooperative ventures with auxiliary organizations and community groups.

Examples of optional student services currently in place at CSU campuses include:

Academic College/School-Based Programs and Services for Students
Augmented Student Health Care/Student Health Insurance
Career Services and Placement for Alumni
Commuter Student Services
Community-based Student Internships
Early Outreach (grades 5-7)
Experimental Student Retention Programs
Fraternity/Sorority Advising
Parent Orientation Programs
Preadmission Advising
Student/Faculty Enrichment Programs

D. Student Services Standards and Evaluation Requirements

The Task Force proposes the Board of Trustees require campuses to evaluate student services at least every five years.

1. Periodic Evaluation

At least every five years, campuses shall evaluate both required and optional student services and programs using objective standards. Evaluation can range from user surveys and ongoing program assessment to formal self-studies in connection with institutional accreditation. The following statement by the Council for the Advancement of Standards on Student Services/Development Programs conveys the intent of this Master Plan with respect to the importance of evaluation.

> There must be systematic and regular research and evaluation of the overall institutional student services/development program and each functional area to determine whether the educational goals and needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.[6]

2. **General Standards and Guidelines for the Evaluation of CSU Student Services and Programs**

   In 1986 the Council for the Advancement of Standards (CAS) for Student Services/Development Programs, a consortium of 22 higher education professional associations, issued the CAS standards and guidelines. The CAS standards are program development and evaluation tools for institutional self-study. Standards specify essential service or program elements. Guidelines are recommended elements of campus programs and professional practices. Together, these standards and guidelines provide a consistent process for analyzing service and program priorities, student utilization, staff effectiveness, and, overall, will result in more effective professional practice at the campus level. Campuses are encouraged to incorporate the general CAS standards and guidelines in the evaluation of their student services and development programs.

3. **Functional Area Standards and Guidelines**

   For campus evaluation, the standards and guidelines referenced for each functional area in Appendix E should be used as a basis for determining the quality and effectiveness of the respective services. Where federal or state statutes and regulations apply, these should be included in the evaluation process. The General CAS Standards and/or Handbook of Accreditation, Standards Two and Seven of the Western Association of Schools and Colleges, provide excellent general guidelines which should be employed where specific program standards are incomplete or out-of-date.

   In addition to the standards included in the documents listed in Appendix E, campuses are expected to include the elements of this Master Plan among the criteria for evaluation of student services.

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[6] Source: *CAS Standards and Guidelines for Student Services/Development Programs*, Council for the Advancement of Standards for Student Services/Development Programs, (1986), p. 7.

The use of evaluative standards for each service or program area does not imply separate offices or personnel for each area.

The above standards shall be reviewed periodically by campuses to ensure that the standards are appropriate and remain current.

E. Funding and Staffing of Student Services

The Task Force proposes the Board of Trustees affirm that it is the policy of The California State University to seek adequate general fund support, in the form of staffing and operational funds, for all student services and development programs required by this Master Plan. The availability of adequate resources is essential to the development and provision of such services and programs.

III. STUDENT SERVICES MASTER PLAN IMPLEMENTATION

In this section of the report the Task Force advances recommendations necessary to ensure that the Student Services Master Plan is implemented effectively and that the services required by the Master Plan meet the needs of today's CSU students and those attending between now and the beginning of the twenty-first century. The first set of recommendations is general, applying to all student services and programs. The second set, beginning on page 25, focuses on specific service or program areas.

A. Recommendations Applicable to All Student Services and Programs

ISSUE 1 The diversity of CSU students coupled with the dynamic nature of the academic community, size, and complexity of most CSU campuses underscore the need to collect relevant and reliable information on student needs, priorities, and opinions. Such information, made available in a usable form and on a timely basis, will assist campuses in understanding and responding to student needs and anticipating trends or problems. Specifically, the purposes of systematic research on students should be to:

1) Inform faculty and administrators at CSU campuses about student attitudes concerning academic issues, campus problems, and the delivery of services;

2) Provide an additional avenue of communication for CSU students to convey their opinions and positions on important campus matters and policies;

3) Enable persons who formulate campus policy to be as well informed as possible about the thinking and perspectives of the students who are affected by such policies; and

4) Replace random or irregular data acquisition with a coordinated and regularized process that is designed to acquire and distribute important information about CSU students. Therefore,

REC 1 the Task Force recommends campuses periodically assess student needs, priorities, and opinions to measure student satisfaction with the CSU experience and to ensure that services are appropriate for the students attending the respective campuses. Such information should be circulated widely to maximize its impact on faculty and campus policymakers.

ISSUE 2 The Task Force has identified categories of students to whom special attention should be devoted as campuses evaluate the extent to which campus services are responsive to their distinctive needs: (1) students from underrepresented groups; (2) re-entry students; (3) students with disabilities; (4) post-baccalaureate and graduate students; (5) commuter students; (6) students with children; (7) part-time and evening students; (8) academically underprepared students; (9) veterans; and (10) international students. Because different lifestyles and sexual orientations are to be found among all of the categories enumerated above as well as student groups not specified, staff need to exercise increased sensitivity and awareness in all aspects of campus life. Therefore,

REC 2 the Task Force recommends each campus undertake as an essential element of periodic evaluation a careful analysis of the extent to which services and programs are meeting the needs of all students. Appropriate steps should be taken to determine the need for broad information dissemination on availability of services, extended hours, and additional service locations for assisting diverse student populations.

ISSUE 3 All elements of the campus and particularly student affairs organizations need employees to be aware of, and sensitive to, contemporary issues in the larger society of which the campus is a microcosm. No barriers protect the campus from society's problems such as substance abuse. In the close contact of staff with students, frequent opportunities for "teachable moments" occur wherein staff should be knowledgable about current issues confronting students. Student affairs personnel can help students deal with personal crises. Student affairs should be comfortable with methods of addressing incidents of racism, sexism/homophobia, and other forms of discrimination as well as means of alleviating tensions surrounding such incidents. Therefore, the Task Force recommends that:

REC 3a Student affairs initiate forums addressing problems of society that affect the campus and its students.

REC 3b Student affairs participate in professional development programs designed to keep themselves current about the various aspects of contemporary problems in society.

REC 3c Student affairs assume responsibility for organizing and coordinating campus teams to confront crises of various kinds and be current in methods to resolve crises.

REC 3d Student affairs staff be well trained in counseling and intervention procedures in order to deal effectively with such issues before they become crises;

REC 3e Student affairs be familiar with ways and means of confronting emergency situations affecting students.

ISSUE 4 Costs associated with the campus delivery of required basic student services vary according to locale, nature of the service, skill level of the service provider, needs of the student, and type of student (e.g., traditional, nontraditional, underrepresented, transfer). These factors make it difficult to design and fund a common service delivery system for twenty campuses. CSU has elected to fund student services using various formulas. Currently in use for operations and staffing are a combination of enrollment and work-load formulas. The Task Force noted three problems with the current funding approach:

1. The formulas are based on a distinction between the service requirements of full-time (FTES) and part-time students. However, at the program level there is no difference between the needs of part-time and full-time students. Moreover, an increasing percentage of CSU undergraduates are attending on a part-time basis. Nearly all post-baccalaureate and graduate students attend on a part-time basis. Part-time students make the same demands on services (sometimes even greater) as full-time students, yet are funded at a lower level.

2. Many formulas are based on enrollment. For instance, most require a minimum of 5,000 students (headcount) before additional staffing resources are funded, and cut off additional resources at 20,000 students (headcount). This methodology has had the unintended effect of underfunding both the smallest and the largest CSU campuses.

3. The formulas do not recognize and, therefore, do not fund many important student services. The most significant funding inadequacies involve new student orientation, learning assistance programs, academic advising, re-entry programs, commuter student services, international student services, student leadership development, student community service (Human Corps), ombudsman/student grievance procedures, intra-mural recreation programs, and child care. Therefore,

REC 4 the Task Force concurs with Recommendation C of the Trustees' 1987 Student Service Audit (#87-27) calling upon the Chancellor to conduct a thorough review of the current student services funding and staffing

methodology in order to ensure funding that is responsive to actual student need.

ISSUE 5 The University should encourage the appreciation of diversity based upon race, ethnicity, religion, sexual orientation, gender, and disability. Problems which result from a lack of such appreciation must be addressed immediately by the campus community to demonstrate clearly that discrimination or hostile behavior will not be tolerated. Therefore,

REC 5 the Task Force recommends student affairs play a major role in assisting the entire campus community to develop broad programs which foster understanding and appreciation of diverse social and cultural lifestyles.

ISSUE 6 Quality student services require a professional staff with the education and experience appropriate to their assigned tasks. In recognition of the changing university community and the body of knowledge relevant to each staff member's function,

REC 6 the Task Force recommends staff development opportunities be provided for student services staff, especially those in entry level and preprofessional positions. These shall include specialized training consistent with successfully serving a diverse student population.

ISSUE 7 All students deserve safe, clean, attractive and convenient places to study and interact between classes. This is a particular need for part-time commuter students whose interaction with the campus often is limited to the parking lot, the classroom, and an occasional word with a faculty member after class. Students, especially evening commuters, need access to the library, to adequate study areas, and to the full range of student services. They should be able to eat quickly, have a place to meet friends, and ideally, interact with faculty before and after class. Therefore,

REC 7a the Task Force recommends campuses attempt to provide informal meeting rooms, lobbies, study areas, or student/faculty lounges.

REC 7b The Task Force also recommends exhausting every possibility for locating and furnishing informal meeting rooms and/or student/faculty lounges adjacent to department or school offices, including greater utilization of "non-capacity" space and seeking donations from alumni and corporations.

ISSUE 8 Collegiality represents the best environment for academic institutional decision making, particularly when the functions of various areas

within the university overlap in the achievement of shared goals. The decisions and actions of some may impact substantially on the ability of others to perform well. Coordination of activities and the sharing of information are essential. Therefore,

REC 8 the Task Force recommends student affairs and students be represented on appropriate campus policy-forming bodies and that faculty be encouraged to participate on appropriate support services policy-making and advisory groups.

ISSUE 9 The CSU has invested substantially in computer technology, but due to the extremely large demand for automation support and a critically short supply of personnel, many application areas have not been supported. This is a serious problem since electronic information technology is highly adaptable to the various service and program areas, and offers not only increased efficiencies but, in the long run, better out-of-classroom services for CSU students. Therefore,

REC 9 the Task Force recommends the Chancellor's Office take the lead in seeking funds for student service automation projects identified in the Campus Information Resources Plan (CIRP) budget submitted each year.

ISSUE 10 The Student Services Master Plan is predicated on the assumption that student affairs shares responsibility with faculty in offering students a broad educational experience complementing classroom instruction. For students to be served adequately, faculty participation in student services and programs is very important. Therefore,

REC 10 the Task Force recommends campuses seek means of recognizing and rewarding faculty participation in student services and programs that enhance the educational experience of students beyond the classroom.

B. Recommendations Related to Specific Student Services or Program Areas

The following portion of this report consists of recommendations for changes needed to ensure that CSU student services and programs are meeting the needs of today's students and those enrolling between now and the beginning of the twenty-first century.

1. Academic Support

Academic Advising

ISSUE 11 Inadequate academic advising continues to be a major concern throughout the CSU. Students have assigned high priority to

addressing the need for more and better advising. Through their responses to the Students Needs and Priorities Survey (SNAPS), students have repeatedly indicated that the availability and quality of academic advising is poor. The Task Force believes this service is in need of overhaul, urges that improvement should be realized as quickly as possible, and supports the work of the Retention and Advising Task Force appointed by the Chancellor in the Spring of 1988. Therefore,

REC 11 the Task Force recommends that the retention and advising report include recommendations that call for revitalization of faculty-initiated retention and advising efforts, increased support for these efforts, the provision of logistical and technical assistance for faculty advising including computer support, and special attention to the needs of students at risk of dropping out.

Orientation/Transition

ISSUE 12 The Task Force concluded that most CSU campuses have well-organized orientation programs for entering freshmen. Most campuses also sponsor orientation programs for parents of incoming freshmen to acquaint them with the campus environment their children will be entering and to prepare them for their supportive role as parents of college students. Transfer and graduate students also need effective orientation to a new campus. The Task Force believes orientation opportunities for these students can be improved. Therefore,

REC 12a the Task Force recommends each campus take appropriate steps to ensure that effective orientation programs are in place for transfer and graduate students, that special efforts are made to convince these students of the importance of their participation in them, and that special efforts are made to make orientation services available to evening students.

REC 12b The Task Force also recommends orientation efforts be continued throughout the first year of student enrollment. Ongoing workshops, coursework, and other structured experiences are an ideal way to accomplish this recommendation and have worked well at many campuses throughout the country. Structured orientation activities beyond the initial weeks of the first term are encouraged.

Outreach and Recruitment

ISSUE 13 On most campuses outreach is composed of some combination of relations with schools, student affirmative action, and contributions of

staff and resources from a variety of sources including admissions and records, counseling, financial aid, educational equity programs, and academic departments. Because of the growing importance of the activities which fall under the umbrella of outreach and recruitment, especially those that are increasingly targeting middle schools in an effort to improve student preparation for the college preparatory curriculum,

REC 13 the Task Force recommends careful consideration be given to developing formula-driven funding for these activities based on the composition of the campus service area and a special commitment to educational equity.

ISSUE 14 The Task Force advocates strongly the continued priority of achieving the goals set forth in the 1985 CSU Policy on Outreach and Recruitment and the April 1988 recommendations developed by the CSU Outreach and Recruitment Advisory Committee (ORAC). The Task Force also commends the October 1988 ORAC resolution that identifies the importance of reaching out to older, part-time, re-entry adults. Therefore,

REC 14 the Task Force recommends the Outreach and Recruitment Advisory Committee develop recommendations, including appropriate funding, to assist CSU campuses in reaching these populations more effectively. In addition, specific outreach efforts must also be targeted to reach prospective Black and Hispanic older students who are underrepresented in institutions of higher education.

2. Cultural and Intellectual Development

ISSUE 15 The Task Force has noted prominent examples of college graduates acting dishonestly and unethically. The Task Force believes the university has an obligation to foster, through all its programs, the knowledge and awareness needed to address issues of values and ethics. As valuable as formal ethics classes can be, it is important they be supplemented by continuing activities that will create concern for ethics and values throughout the collegiate experience. Therefore,

REC 15 the Task Force recommends student affairs help create a campus atmosphere that promotes the ethical development of students, with special attention given to dealing with the causes and effects of discrimination. Student affairs staff should capitalize on opportunities to further awareness of ethics and values and their implications as they conduct such activities as fraternity and sorority advising, judicial services, recreational sports, student government, and other forms of student activities.

ISSUE 16 Student affairs has the responsibility to develop, encourage, and promote programs that expose students to the diverse cultures existing on CSU campuses and reflect a healthy multi-cultural society. Therefore,

REC 16 the Task Force recommends student affairs take advantage of opportunities to promote and conduct campus activities that lend themselves to fostering appreciation of cultural diversity.

ISSUE 17 The Task Force believes community service engenders a heightened sense of altruism, social obligation, and commitment. Therefore,

REC 17 the Task Force recommends the CSU continue to encourage the Legislature to provide sufficient funding to implement a program to provide community service opportunities for CSU students.

3. Financial Assistance

ISSUE 18 Financial aid is clearly a critical element with respect to the access and retention of low- and middle-income students. Consequently, financial aid office staff should become more involved in campus outreach and recruitment programs in order to ensure that staff and students understand the availability of federal and state financial programs. Therefore,

REC 18 the Task Force recommends financial aid staff extend their efforts in pointing out the potential of financial aid for supporting and advancing outreach and recruitment efforts. Coordination between financial aid offices and offices engaged in outreach should be improved.

ISSUE 19 As a result of the Higher Education Amendments of 1986, eligibility for financial aid increased for part-time and commuter students. Unfortunately, the amount of financial aid from federal and state sources still is not sufficient to cover the financial need of the part-time and commuter students who constitute a large portion of CSU enrollments. Therefore,

REC 19 the Task Force recommends special efforts be made to remedy the financial aid shortage for part-time and commuter students as the CSU continues to seek more funding for federal and state financial aid programs including private funding sources, to supplement grant and loan programs.

4. Health Services

ISSUE 20 The Task Force recognizes that threats of substance abuse and sexually transmitted diseases such as AIDS will persist for some time. Therefore,

REC 20 the Task Force recommends student health centers, in cooperation with the various elements of the university community, ensure that they are providing accurate and accessible information, education, and direct services to assist students, faculty, and staff in understanding and responding to these social and health challenges, including providing a drug abuse prevention program that is accessible to students as required by the Higher Education Amendments of 1986 and the Drug-Free Workplace Act of 1988.

5. Residential Life and Housing

ISSUE 21 Given the projections of a major increase in CSU enrollments by 2005, it is important that the issue of on-campus housing be addressed systemwide. Redirection could be more successful if all campuses within the system had sufficient on-campus student housing. Perhaps each campus should be expected to accommodate a minimum proportion of its student body within on-campus student housing. Therefore,

REC 21 the Task Force recommends a study of the need for on-campus housing be conducted.

ISSUE 22 The absence of family housing can be a barrier to CSU students who are older. Therefore,

REC 22 the Task Force recommends the study called for in the preceding recommendation include attention to the need for family housing to determine whether providing such accommodations would assist in attracting and retaining the growing number of older persons interested in pursuing university study.

6. Services for Defined Student Groups

Child Care

ISSUE 23 The primary purpose of child care is to enable student parents to attend the CSU by providing child care for their young children. The Board of Trustees has recognized the vital importance of this service:

"It is the intent of the Board of Trustees of the California State University that no student be denied access to any CSU campus or have his/her academic program impaired because of the lack of adequate and affordable campus child care services." (Board of Trustees Policy Framework for the Children's Center Programs, July 14-15, 1987.) In this policy framework the Trustees further state that "Child care shall continue to be designated as a student service on all campuses."

The findings of a major study of child care needs, received by the Board of Trustees in July 1988, provide evidence that inadequate support of campus children's centers results in many students dropping out of school, delaying completion of their degrees, or not attending in the first place. Therefore,

REC 23 the Task Force recommends extraordinary and persistent efforts be made by the Board of Trustees and Chancellor's Office staff to secure continued funding so that no student is denied access to the CSU or becomes unable to continue due to lack of satisfactory affordable child care services.

Disabled Student Services

ISSUE 24 The Task Force is aware of CSU efforts to secure satisfactory funding to serve CSU students with learning disabilities. The number of such identified students has increased almost 1,300 percent between 1979 and 1987. With proper diagnosis and assistance, most of these students are capable of securing a college degree. Therefore,

REC 24 the Task Force recommends adequate funding be sought to provide assessment by qualified learning disability specialists as well as sufficient funding to provide counseling, academic support, and other appropriate services to accommodate the disability identified.

ISSUE 25 The Task Force recognizes that CSU is not yet fully accessible to students with disabilities. Inadequate access prevents students from taking full advantage of all academic and other university programs and services. In addition, attitudinal barriers continue to discourage students with disabilities from fulfilling their educational potential. Therefore,

REC 25a the Task Force recommends the CSU and campuses identify funds to complete the removal of architectural barriers for students with physical disabilities. The Task Force endorses Recommendation D of the Trustees Audit Report, #88-08, entitled "Handicapped Access, Systemwide," which calls for a resurvey of buildings and facilities to

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"establish a comprehensive list of preferred projects which still need to be done. . . ." and further,

REC 25b the Task Force recommends that disabled student services staff work with faculty and administrators at both the systemwide and campus levels to ensure that students with disabilities have access to programs especially designed to enhance the academic competence and educational aspirations of underrepresented students.

International Student Services

ISSUE 26 Recognizing the positive impact international students have on campus life and cultural diversity,

REC 26 the Task Force recommends a comprehensive CSU policy on international student education be developed including provisions for adequate staff. In developing such a policy, special attention should be devoted to target enrollment figures both systemwide and on a campus-by-campus basis, supplemental admissions requirements, minimum TOEFL examination scores, sources of financial assistance, and preadmission advising. The Task Force believes that comprehensive orientation programs, sponsored housing, subject-matter tutoring, and social programs to foster intercultural relationships between foreign and American students should be viewed as core services for this population.

Services for Underrepresented Students - Educational Equity Programs

ISSUE 27 The Task Force reaffirms that educational equity must be a campuswide responsibility.

The report of the Educational Equity Advisory Council stated:

> The university should implement institutionally based rather than categorical program-based educational equity activities.[7]

The Task Force believes those responsible for providing student services must ensure those services are meeting the needs of the full range of CSU students. The university should provide services to promote access to the entire campus and thereby promote integration. Therefore,

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[7] Source: *Educational Equity in the CSU: Which Way the Future?* CSU Educational Equity Advisory Council, 1986: p. 19.

REC 27 the Task Force recommends periodic campus self-study to evaluate carefully the extent to which academic and student programs are providing underrepresented students with a comprehensive set of services that meet their needs and help overcome barriers to full participation. At a minimum, such services should include:

a. Orientation programs that familiarize students with the culture of the university and provide strategies for adjustment or adaptation;

b. Diagnostic services to assess their academic skill levels and educational goals;

c. Academic discipline-based programs that provide opportunities for mentoring relations with faculty;

d. Learning assistance opportunities to allow them to develop and/or hone academic skills necessary for more productive classroom participation;

e. Counseling services that address personal development, career interests, and goal-setting;

f. Programs to promote social integration.

7. Student Activities and Governance

ISSUE 28 Beyond the formal structure of student government, student affairs has a responsibility to provide opportunities for students to participate and to learn leadership skills can be broadly utilized within the University community and beyond. These opportunities include, but are not limited to, policy formulation and advocacy, management of campus resources, and the development of effective communication among a diverse student population and with faculty, staff, and administrators.

The health of the relationship between the various levels of student governance (department clubs, ethnic associations, cultural and recreational groups) as well as that of student government, and the administration as represented by student affairs is essential to the maintenance and development of strong student leadership. To that end,

REC 28a the Task Force recommends student affairs encourage and foster effective working relationships with student leaders and faculty. As partners in the educational endeavor, student affairs should promote

cooperation and understanding among the various segments of the University community.

REC 28b The Task Force recommends student affairs sponsor ongoing student leadership outreach which includes such activities as seminars, classes, and roundtable discussions for the specific purpose of engaging larger and more diverse student participation in campus governance. This should include orientation of incoming student government participants to the mechanics of campus governance and operations.

Recreation and Leisure Activities

ISSUE 29 The purposes of recreation and leisure activities are to promote personal skills and enjoyment by providing:

- Opportunities for a variety of activities to contribute to physical fitness;
- Opportunities for cooperative and competitive play in game form;
- A medium through which students learn and practice teamwork, leadership, and interpersonal skills;
- Opportunities to develop avocations to serve students for their lifetimes; and
- Activities that contribute to participation in and appreciation of cultural events.

Not only do recreation and leisure activities provide a release from academic pressures and stresses and hence contribute to student retention, but they also provide opportunities for students to socialize, test themselves, and develop life skills. These programs should be well-managed, publicized, and appropriate to all student groups and ages. Faculty and staff should be encouraged to participate, thereby exploiting this opportunity for interaction.

REC 29 The Task Force recommends recreation and leisure activities be encouraged and supported, and a comprehensive program be provided which benefits and appeals to all students, including older, part-time, and disabled students.

8. Student Rights and Responsibilities

ISSUE 30 The California State University has an obligation to maintain a supportive and stimulating learning environment free of bias. CSU

must also communicate with students clearly and concisely regarding expected standards of conduct and provide effective avenues through which students can seek redress for complaints or concerns related to their student status. Therefore,

REC 30 the Task Force recommends campuses provide clearly articulated standards of student conduct and easily accessible procedures through which students may exercise their right of review of administrative actions, academic policy, or faculty and staff conduct. The Task Force also urges a review of the concept of an ombudsman for each campus, funded systemwide, which would serve to assist students in having their problems or complaints heard and mediated by an impartial party.

IV. CONCLUSION

This report proposes a Master Plan for Student Services in The California State University. The Master Plan responds to the needs of a diverse, multicultural student population, comports with the CSU educational mission, and is sufficiently flexible to endure into the twenty-first century. There are four parts to the report:

1. First, and most important, the report proposes that the Board of Trustees adopt a Student Services Master Plan requiring minimum student services and programs at each campus of The California State University, subject to available resources, while allowing additional services to be offered to meet individual campus needs. The plan also delineates the role of student services staff in sharing with faculty responsibility for meeting the educational objectives of all students.

2. The Master Plan proposes the evaluation of all services and programs at least every five years, assessments that endeavor to measure appropriateness, quality, and quantity. This report identifies external professional standards to be used by campuses for this purpose.

3. The report offers thirty recommendations to guide CSU campuses as they implement the Master Plan.

4. The report underscores the need for adequate resources, and calls for a much needed review of the staffing and operational formulas for student services to be conducted in accordance with the CSU Trustees audit report #87-27, "Student Services, Recommendation C."

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APPENDIX A

WORKING PAPER ON STUDENT QUALITIES DERIVED FROM A SUCCESSFUL UNDERGRADUATE EXPERIENCE

To guide its consideration of how educational support services might contribute more effectively to the overall institutional mission, Task Force members identified a series of expectations or outcomes it concluded should characterize CSU graduates as a result of their instructional and out-of-class university experiences. These characteristics are derived largely from the CSU mission statement, Executive Order 338 - General Education - Breadth Requirements, and recent national reports on the quality of American higher education cited in the bibliography.

1) Sensitivity to and appreciation of multicultural diversity

Demographic change in the university student population has become one of the dominant characteristics of contemporary higher education and there are few institutions where this is more true than the CSU. Within this context, it is imperative that CSU students learn to function effectively in a multicultural environment. One of the major challenges for university administrators, faculty and students is to create an environment in which persons of all ethnic groups and their cultures are understood, appreciated and valued.

It is not coincidental that this characteristic is listed first. California public policy makers have exhorted all segments of education to foster wider appreciation of multicultural diversity through the curriculum, instruction and student services. Non-Latino Caucasians are already a minority of elementary school students in California. The majority is comprised of young people of color and, as they advance to secondary and postsecondary education, they should be received into institutions that have learned to respond effectively to their needs and expectations.

If CSU graduates have not attained a vision that invites and celebrates diversity as a cornerstone of public life in the 21st century, we will not have met the intent of the CSU Mission Statement, a primary objective of general education, or the increasingly evident expectations of the public that supports us.

2) Enhancement of social obligation and commitment

One of the major functions of the American university as it has evolved through its 350 year history is the expectation that colleges and universities and their graduates have a responsibility to the broader society. This is reflected in the 1985 CSU Mission Statement which asserts CSU's obligation "to prepare

significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future."

It is the conclusion of the Educational Support Services Master Plan Task Force that opportunities for contribution to the larger society should not await graduation; that our universities should develop, support, and provide incentives for students, as well as faculty and staff, to participate in useful ways in their campus and extended communities.

Achievement of the baccalaureate equips graduates to assume positions in the workplace and in the larger society that provide opportunities to influence public policy for this and future generations. This CSU experience should encourage graduates to pursue not only their own career and professional goals, but to direct some part of their skills and capabilities to the needs of the larger community.

3) Ability to think critically and logically, to find and critically examine information, and to communicate orally and in writing (E.O. 338-General Education)

Contemporary higher education is challenged to produce individuals prepared to cope effectively with the explosion of knowledge and information characteristic of this society now and into the 21st century. A variety of courses and programs have been introduced by CSU to address the areas of critical thinking and effective communication. The question the Task Force addressed was the extent to which out-of-classroom activities sponsored or developed by campuses develops these qualities and emphasizes their importance.

The recent American Association of Colleges report, A New Vitality in General Education, suggests that an important task of higher education during the college years is for students "not only to gain the ability to identify perspectives, weigh evidence, and make wise decisions but also learn how to think about thinking and enjoy thinking."

Students need encouragement out of the classroom, as well as within, to assess their own thinking processes. Personal exploration of thinking, with professional guidance and mentoring is an important aspect of the work of student affairs professionals. The ability of students to understand and take responsibility for the conclusions drawn about themselves and others is a critical component of individual student development as well as healthy group interactions.

4) Interpersonal skills demonstrated by a willingness and ability to negotiate, compromise, and remain open to new views

Recognition of diversity in student populations underlies the Task Force's concern that development of interpersonal skills be prominent in a discussion of student outcomes. "Negotiation" and "compromise" acknowledge that there is often more than one way to interpret experience and knowledge, and that most knowledge is tentative. Interpersonal skill development based on these understandings engenders flexibility and integration of viewpoints. It recognizes that contexts change and it encourages such personal behaviors as learning how to ask good questions and being open to the consideration of new concepts, beliefs, and orientations.

Where there is human interaction there is the opportunity to develop and refine a climate in which these values flourish. Regardless of students' age or background, one of the challenges to the university community, and student affairs professionals in particular, is to create conditions and programs in which there is integration of age, ethnicity and gender thus providing opportunities for students to develop interpersonal skills that are effective well beyond the limitations imposed by more homogeneous groups toward which they tend to gravitate.

5) Development of self-awareness and positive self-concept

The process of maturing demands insight into the degree of congruence between what we have learned, how we think and what we do. Personal identity formation entails examination of personal value systems and exploration of alternative ways of thinking about ourselves and about the world in which we live. One of the most prominent objectives in CSU general education is to ensure that students "will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it functions, about the physical world in which they live, about other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization." (CSU Executive Order 338)

The university experience accentuates and intensifies the process of identity formation by providing an intellectual base characterized by the acquisition of new principles of inquiry. The approaches and anticipated outcomes of the student affairs program should provide opportunities for students to learn and apply these principles and examine their results in personal and group interactions.

6) Ability to cope with change and ambiguity; to understand and utilize information and information technologies; in the changing world of work to develop adaptability and versatility

The ability to understand, assimilate and utilize technological information has become fundamental to cultural literacy in this century. While technology itself is not an expression of basic human purpose, technological advances are altering human existence in fundamental ways. Increasingly technology is both the foundation and the structure of human social policy development. The great ethical question is "whether human individuals will be the experimenters in the world lab or the experimentees; users of the future or mere consumers of the future." (Brand, The Media Lab). All educational institutions share the responsibility to produce individuals who understand and use, but do not become subservient to, technology.

Wherever possible university programs academic and extracurricular should be developed to assist students to understand the possibilities created through informational technologies, to apply these understandings routinely in coping with problems and issues they confront and, most importantly, to recognize advancements in communication that can assist in problem-solving and conflict resolution.

Characteristically, the information-laden culture is rift with ambiguity. Information is not knowledge, and rarely are there clear-cut "rights" and "wrongs"; these are values that generally require subjective determination and situational insight. Paradox, flux, and evolution are the norms, and it is a challenge to educate individuals to exist comfortably with this reality of contemporary life. To quote F. Scott Fitzgerald, "The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function."

7) Ability to identify and assess judgments, values and ethical concerns involved in a course of action and to apply ethical standards to individual and group decisions

The CSU experience should equip students to appraise and analyze the moral and ethical dilemmas of the society in which they live and function. This characteristic properly is linked to goals in general/breadth education.

University-based out-of-class experiences offer excellent opportunities for the development of ethical sensitivities and courage to take action. Properly developed and guided, these experiences can promote value analysis. In student government and residential life programs students can be challenged to take charge of their own intellectual, physical, mental and spiritual growth and to be held responsible for the consequences of their choices and behaviors.

Concurrently, students should learn to balance and integrate competing values where the group as well as the individual must be considered.

This is a basic concept of life in a democratic society that requires informed and responsible citizenship. The ability to assign value or commitment to principle assists individuals to understand and manage group processes and to apply ethics in decision-making processes, both of which are essential to life-long learning.

8) Development of aesthetic appreciation

Much of our culture is expressed and transmitted from one generation to the next through the arts. Moreover, our understanding and appreciation of other cultures is enhanced by their art and music.

The way we respond to the world and our experience in it is affected immeasurably by the fine arts. The arts have the power to change human perspective and capability by providing insight and inspiration. A commitment to the significance of the arts as a central characteristic of the well-educated person is demonstrated in the new CSU admission standards which require at least one visual and performing arts course at the secondary level.

In an era of mass-culture, the development of aesthetic appreciation, sensitivity and judgement becomes hallmarks of a well-educated citizen. In no single institution is there greater potential to offer all students the opportunity to experience a comparable broad spectrum the arts first-hand.

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"The Mission of The California State University," Board of Trustees Agenda Item, November 1985.

APPENDIX B

INVENTORY OF EXISTING CSU STUDENT SERVICES POLICIES:

California Code of Regulations, Executive Orders, and Select Coded Memoranda*

Service Area/Program	Policy Reference	Date Issued
Academic Advising		
No systemwide policies		
Admissions		
Admission Requirements	Title 5, *California Code of Regulations*, Subchapter 3, Articles 1-13, Sections 40601-41250	1982-1986
Enrollment Limitations	EO 8	April, 1965
Admissions Exceptions	EO 88	February, 1970
Enrollment Quotas and Priorities	EO 160	September, 1972
External Degree Programs	EO 166	December, 1972
Extension Student Enrollment	EO 298	August, 1978

* Note: This inventory of CSU student services policies includes only California Code of Regulations citations, Executive Orders, and select coded memoranda. Not included are numerous coded memoranda involving procedure, CSU legal opinions, Education Code citations, special CSU reports and studies, program audits and their recommendations, and federal and state statutes and related directives.

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Impacted Programs/Campuses-- Supplemental Screening Criteria	EO 319	July, 1980
Conditional Admission	EO 336	October, 1980
Credits and Grades, Evaluation of Nontraditional Credits	EO 366	November, 1981
Adult Applicants	EO 413	January, 1983
Health Screening Programs- Measles and Rubella Immunizations	EO 469	December, 1985
Teacher Education Credentials	EO 476	March, 1986
Modified Eligibility Indices for Admission to CSU	EO 523	March, 1988
Transfer Centers	ESS 34	August, 1985
Fall 1988 Admission Requirements	ESS 53	November, 1985
Conditional Admission of Undergraduate Applicants, 1986-87 and 1987-88	ESS 10	March, 1986
Special Admissions Procedures	AAES 88-82	September, 1988
Undergraduate Transfer Requirements	ESSIR 86-47	December, 1986
Transfer: Key to the Master Plan	AAES 89-28	March, 1989

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Campus Safety and Security

Parking	Title 5, *California Code of Regulations* , Subchapter 5, Article 7, Sections 42200-42203	April, 1986
Arming Campus Peace Officers	EO 228/228A	October, 1975
Policy Manual	EO 427	December, 1983

Career Services and Placement

Reciprocal Placement Services	SA 78-82(P)	October, 1978
Revised Alumni Placement Fee Policy	AA 89-10	March, 1988

Child Care

No systemwide policies

Mandated Child Care Study	AAES 88-02	January, 1988

Counseling and Psychological Services

Student Counseling Services	SA 83-19(P)	April, 1983

Cultural and Intellectual Development Programs

Instructionally Related Activities Fee	EO 429	December, 1983

Disabled Student Services

Policy on the Provision of Services to Students with Disabilities	AAES 89-07	January, 1989

Fees

Tuition and Materials/Services Fee Collection	EO 77	September, 1969
Application Fee Waiver--Summer Transfers	EO 124	June, 1971

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Nonresident Tuition Determination	EO 215	January, 1975
Bicycle Storage Fees	EO 254	September, 1976
Application Fee--Financial Hardship Waiver	EO 280	November, 1977
Miscellaneous Course Fees	EO 362	September, 1981
Graduation and Diploma Fees	EO 367	November, 1981
Special Examination Fee	EO 379	March, 1982
State University Fee	EO 397	July, 1982
Instructionally Related Activities Fee	EO 429	December, 1983
Fee Waiver of High School Honor Students	EO 461	July, 1985
Fee Waivers for CA Residents Over 60 years of Age	EO 463	July, 1985
Housing Facilities Fees	EO 465	August, 1985
Extension Course Fees	EO 471	July, 1986
Summer Session Course Fees	EO 474	February, 1986
Nonresident Tuition	EO 502	February, 1987

Financial Aid

(see "Manual of Financial Aid Policies and Guidelines," Office of the Chancellor, The California State University, *in press*)

Acceptance of Conditional Gifts of Student Financial Aid Funds	EO 444	September, 1984

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Application Fee--Financial Hardship Waivers	EO 494	August, 1986
Federal College Work-Study Program--Off-Campus Agreement	ESS 85-50	November, 1985
Undocumented Aliens-- Eligibility for Financial Aid	ESS 85-59	December, 1985
Federal College Work-Study Program Off-Campus Agreement-- Modifications	ESSIR 86-20	June, 1986
Implementation of Trustees' Audit Recommendations	ESSIR 87-13	April, 1987
Implementation of Public Law 99-498--Satisfactory Academic Progress	ESSIR 87-16	May, 1987
Promissory Notes for Perkins Loan Program	ABS 87-23	July, 1987
Reduction of Guaranteed Student Loan Default Rates	AAES 88-57	June, 1988
Documenting Credential Program Completion Under Title IV	AAES 88-64	July, 1988
1988/89 State University Grant Program	AAES 88-78	August, 1989
1989/90 Admission Application Fee Waiver Processing Procedures	AAES 88-86	September, 1988
Standard Student Expense Budgets for 1989-90	AAES 88-102	December, 1988
Verification of Educational Levels Required Under AB 2707	AAES 89-33	April, 1989

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Health Services

Basic Medications Formulary	EO 278	August, 1977
Health Screening Programs-Measles and Rubella Immunizations	EO 469	December, 1985
CSU AIDS Policy and Guidelines	AAES 88-27	March, 1988
Policy of the Board of Trustees on Student Health Services	AAES 88-56	May, 1988
Accreditation of Student Health Centers	AAES 88-95	November, 1988
Medical Treatment of Minors	AAES 89-29	March, 1989

Residential Life and Housing

Housing	Title 5, *California Code of Regulations* , Subchapter 5, Article 5, Sections 42000-42013	April, 1986
Student Housing License	ABS 88-07	February, 1988

International Student Services

Foreign Study Program Policies and Procedures	EO 165	November, 1972
Summer Session and Extension Foreign Travel Study Programs	EO 181	August, 1973
International Exchange Policies and Procedures	EO 421	July, 1983

Learning Assistance Programs

No systemwide policies

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Orientation/Transition Services

No systemwide policies

Outreach and Recruitment

New CSU Policy on Outreach and Recruitment	ESS 85-32(P)	August, 1985
Student Internships--Outreach to Underrepresented High School Students Progress Report	AAES 88-15	January, 1988
Graduate Equity Fellowships	AAES 88-29	March, 1988
Step-To-College	AAES 88-38	March, 1988
Recommendations from CSU Outreach and Recruitment Advisory Committee	AAES 88-43	April, 1988
CSU Scholarship Program for Hispanic and Black Students	AAES 88-83	September, 1988

Registration/Academic Records

Curricula	Title 5, *California Code of Regulations* , Subchapter 1, Articles 2-7, Sections 40100-40510	1982-1985
Academic Probation and Disqualification	Title 5, *California Code of Regulations* , Subchapter 4, Article 1, Sections 41300-41300.1	March, 1982
Degrees--Issuance and Delegation of Authority	EO 11	September, 1965
Transfer of Credit	EO 167	January, 1973
Transfer of Extension Credit	EO 191	January, 1974

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Academic Renewal	EO 213	December, 1974
Credit by Evaluation	EO 365	November, 1981
Admission Eligibility--NonTraditional Credits	EO 366	November, 1981
Student Records Administration--Privacy and Personal Information Management	EO 382	March, 1982

Re-Entry Services

No systemwide policies

Services for Underrepresented Students

Student Ethnicity Data Collection	EO 318	Fall, 1980
Educational Opportunity Program, 1983-84, Regulations and Guidelines	ESS 83-01	September, 1983
Educational Equity Update	AAES 88-39	May, 1988
Faculty/Student Mentoring Program	AAES 88-41	April, 1988
Services to High Schools with Significant Minority Enrollment	ESSIR 86-38	June, 1988
Proposed Student Affirmative Action Funding Formula	AAES 89-36	April, 1989

Student Activities and Governance

Student Body Organizations	Title 5, *California Code of Regulations* , Article 3, Sections 41400-41411	March, 1982
Approval of Out-of-State, In-State Travel	EO 156	July, 1972

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Student Air Travel	EO 486/AAES 89-31	March,1989
Guidelines for Fraternities and Sororities	AA 87-19	October, 1987

Student Rights and Responsibilities

Student Conduct Regulations	Title 5, *California Code of Regulations* , Article 2, Sections 41301-41304	March, 1982
Nondiscrimination in Student Organizations	Title 5, *California Code of Regulations* , Article 4, Sections 41500-41505	March, 1982
Use of Buildings and Grounds	Title 5, *California Code of Regulations* , Article 9, Sections 42350-42355	September, 1982
Student Disciplinary Procedures	EO 148	March, 1972
Prohibition of Sexual Harassment	EO 345	June, 1981
Student Records Administration--Privacy and Personal Information Management	EO 382	March, 1982

Testing and Assessment

Competency in Entry Level Mathematics	EO 416	June, 1983
Demand Testing for EPT and ELM	API 84-07	February, 1984
EPT/ELM Flexible Test Dates	API 85-03	January, 1985
Institution of Flexible Test Dates	API 85-13	May, 1985

Appendix B (Continued)
Inventory of Existing CSU Student Services Policies

Deletion of Exemption from EPT for Transfer Students	API 85-14	May, 1985
English Equivalency Exam-- Credit By Exam	AA 86-01	January, 1986
Systemwide Testing in EPT/ELM	APPS 86-35	October, 1986
Scaled Scoring of Entry Level Mathematics Exam	APPS 87-10	March, 1987
Modification of English Placement Test	AAES 89-34	April, 1989

APPENDIX C

ORGANIZATION OF STUDENT AFFAIRS IN THE CALIFORNIA STATE UNIVERSITY

PRINCIPAL INVESTIGATOR
Stephen F. Barnes
Assistant Vice President for Student Affairs
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METHODOLOGY

In January of 1989 a questionnaire consisting of over sixty items was mailed to the chief student affairs officers (CSAO's) of the nineteen campuses of The California State University. The questionnaire consisted of four sections. Section I pertained to general knowledge about educational support services and student needs. Section II focused on student services goals and objectives, performance standards, and evaluation. Section III looked at student/faculty relations. And Section IV inquired about the organization of student affairs at each campus. Only the results pertaining to systemwide organization of student affairs are presented here.

Eighteen completed questionnaires were returned in time for this data summary. For two items concerned with title and reporting relationships, in Section IV, an N of 19 was possible due to documentary corroboration.

SURVEY RESULTS

Organization of Student Affairs in The California State University

What is your current position title? (N=19)
Vice President title N=11; Associate Vice Provost title N=1; Dean of Students title N=6; Director of Student Life title N=1

To whom do you report? (N=19)
Reports to President N=17; Reports to Academic Vice President N=2

How long (years) have you occupied your current position? (N=18)
CSU Average 11 yrs.; range from 1 yr. to 22 yrs.; total CSU years of service for 18 reporting CSAO's is 200.5 yrs.

What is the total number of years you have worked in student affairs? (N=18)
Average years of service 20.5; range of service 1.5 yrs. to 32 yrs.; total years of professional service is 570 yrs. for 18 reporting CSAO's

What is the highest academic degree you hold? (N=18)
Ph.D. Degree=9; Ed.D. Degree=5; Masters Degree=4

Overall, approximately how many individuals are working in student affairs at your campus?

a. **Number of non-clerical employees** (Management, SSP, Physicians, Technical, Data Processing, Administrative, etc.) : 1996 employees at 18 CSU campuses

b. **Number of clerical support employees:** 1321 employees at 17 CSU campuses

c. **Number of student assistants:** incomplete data

d. **Number of work/study students:** incomplete data

Appendix C (Continued)
Organization of Student Affairs in the CSU

Over which of the following services and programs do you have direct program and budgetary authority? (check as appropriate) (N=18)

11 academic advising

8 academic skills programs (learning assistance programs)

8 admissions

10 outreach and recruitment (relations with schools)

8 academic records (registrar function)

17 new student orientation

17 counseling center

18 career advising and placement

18 disabled student services

13 EOP

14 financial aid

17 health services

16 housing

18 judicial procedures (student conduct)

15 testing

17 student (development) activities

13 student affirmative action/educational equity

14 student union

11 international student programs

Appendix C (Continued)
Organization of Student Affairs in the CSU

4 public safety (plus one additional CSAO with parking/escort service)

9 commuter student programs

16 re-entry student programs

8 Upward Bound

1 College Assistance Migrant Program

9 Trio Programs

8 women's center

3 intercollegiate athletics

11 child care

15 Associated Students

9 recreation program

7 Ombudsman (One additional campus Ombudsman reports to institutional president)

3 food services

3 other (please specify)

APPENDIX D

A SHORT HISTORY OF STUDENT AFFAIRS IN AMERICAN HIGHER EDUCATION

Stephen F. Barnes
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Historical Foundations

Student personnel services, student services, or "student affairs," as this amorphous grouping of educational support programs is more typically called, is *uniquely* an American tradition. The increasing importance of these out-of-classroom services and activities as discrete, nonteaching areas, and later as a professional calling, can be linked to three overlapping historical phenomena: (1) the shift from religious to secular concerns in early American society, and the eventual breakdown of the colonial college motif in the early 1800's; (2) the rapid expansion in numbers, size, and complexity of American colleges and universities between 1745 and 1850, and then again after the passage of the Morrill Land Grant Act in 1862; and (3) the concurrent decline of faculty involvement in student character development, replaced by an emphasis on teaching and research. Each of these themes will be developed briefly.

Breakdown of the colonial college pattern. The first American colleges -- Harvard (1636), William and Mary (1693), and Yale (1701) -- established an organizational precedent that was respectfully duplicated for nearly two hundred years by all colleges which followed. The colonial colleges were denominational in nature, reflecting a "brand of Protestantism" dominant in the local community, residential, and established exclusively for the sons of wealthy landowners. Utilizing a fixed academic curriculum that combined classical (rote) scholarship with proper religious training, the colleges attempted, with considerable success, to be both theological seminaries and schools of higher culture. The college president and faculty were members of the clergy, and attended to all of the needs of their young charges -- spiritual, moral, intellectual, residential, and behavioral.

Appendix D (Continued)
A Short History of Student Affairs in American Higher Education

As America itself underwent structural and value changes after the colonial period, the breakdown of the colonial college pattern was inevitable. Some of the forces attributed to this end were, of course, the (1) increasing diversity and complexity in America and a decreasing emphasis on religious matters in daily life; (2) influence from the German university model; (3) educational innovations, such as the establishment of an elective course system at the University of Virginia; (4) change in the composition of college governing boards from clergy to laymen; (5) loosening of the rules of student discipline at many colleges; (6) social pressure to expand educational opportunities to women and the less financially privileged; and (7) beginning in the early 1800's, an era of strong educational leaders, such as George Ticknor at Harvard, Thomas Jefferson's influence at the University of Virginia, and Philip Lindsley at the University of Nashville.

Expansion in number, size, and complexity of American colleges. By 1850, there were only four universities in England, ten in Canada, and nearly eight hundred assorted institutions, mostly private colleges, in the United States. American higher education, if there even was such a thing, had finally reached a critical mass numerically and ideologically. Radical change followed quickly.

> The developing universities revealed an appetite for expansion, a gluttony for work, a passion for growth which constituted one of their most fundamental characteristics. Because there was no agreed-upon idea of what an American university was or might be, there were no theoretical or philosophical limits which university developers might place upon themselves (Rudolph, p. 343).

Reasons for the revitalization of higher education after 1850 were many, but the ones most frequently mentioned by historians are the (1) passage of the Morrill Land Grant Act in 1862 that committed federal funds to the establishment of state colleges and, thereby, a public alternative throughout the country; (2) diversification of college curricula, particularly the addition of practical, technical, and scientific disciplines to an existing liberal studies core; (3) the elective principle which enabled students and faculty to pursue their own specialized academic interests; (4) expansion and improvement of state universities to include professional studies, teacher education,

graduate education in the arts and sciences, and externally funded research of both a theoretical and applied nature; (5) recruitment of faculty on the basis of intellect and scholarly promise rather than piety; (6) continuing influence of the German research university model, especially the concepts of Lernfreiheit and Lehrfreiheit; (7) great educational leaders of the day with a commitment to excellence and a vision of the future, like Eliot at Harvard, White at Cornell, Van Hise at Wisconsin, Harper at Chicago, Kirkland at Vanderbilt, Gilman at Johns Hopkins, Jordan at Stanford, Hill at Georgia, Angell at Michigan, Pepper and Harrison at Pennsylvania, and Wheeler at California; (8) rapid industrialization of America and the need for new technology and an educated workforce; (9) urbanization and secularization of a middle class that viewed higher education as a means of securing social status, entering the professions, and reaping financial rewards; and (10) and the rise of college football, which served to draw academia and the public closer to common ground, at least on the playing field.

Debates over the purposes of American higher education after 1865 were lively. Proponents of the traditional "mental discipline" school clashed with advocates of the "scientific method" who clashed, in turn, with both humanists and educators dedicated to preparing students for life and the world of work. No one ideology dominated and contention over the University's mission continues today. Perhaps one of the defining features of American higher education was then and is now its ability to accommodate diversity in opinion, purpose, methodology, and students.

Decline of faculty involvement in student character development. With the founding of the colonial colleges, clergy-faculty were responsible entirely for the religious, academic, and character development of their students. These functions included the provision of what is now viewed as basic student support services -- admissions, academic advising, personal counseling, social supervision, discipline, housing, and recreation. As the colonial college pattern came under increasing pressure for reform, the evolving role of the college professor was characterized by a progressive decline in the student character-development area, replaced by a strong commitment to teaching and scholarly research. The trend line is one of total involvement in student character-

development to almost total detachment today. Principal factors that pushed the faculty away from this domain include the eventual breakdown of the colonial college pattern and the diversification and expansion of American higher education, as noted above, and the (1) subservient role the faculty has traditionally assumed in institutional governance and the establishment of educational policy; (2) gradual fragmentation of social consensus on the importance of Christian ideals, particularly as a context for advanced education and training; (3) decline in value of a highly structured classical curriculum that seemed far removed from its rapidly developing technological society; (4) development of viable public alternatives to denominational, private colleges, (5) formation of academic departments incapable of integrating knowledge with other disciplines; (6) development of research oriented graduate schools; (7) nearly universal requirement of the doctorate (research degree) for entry into college teaching; and (8) creation of a faculty reward system that reinforced individual scholarship and research, and which was (and is) allocated by peers rather than students or the church.

Rise of Student Affairs Work As A Distinct Professional Area

The need for nonacademic personnel in American higher education closely paralleled the expansion and diversification of colleges and universities. The creation of the extracurriculum by students themselves, however, unexpectedly accelerated the need for campus specialists to oversee student activities.

The "silent revolution" in academia: the extracurriculum. There can be no doubt that students were alienated from the central purposes of early college life. The natural reaction was to develop a social and intellectual life apart from the colonial college and its constrictive classical curriculum. As early as 1753, students began taking matters into their own hands; the first debating society was founded at Yale in this year and, with it, students launched the beginnings of the extracurriculum. These debating clubs, eventually established at virtually every college, infused intellectual excitement back into the campus by staging debates, disputations, and literary exercises. At their height of popularity they provided student

housing, developed extensive libraries, published literary magazines, and sponsored alternative commencement speakers who were not afraid to comment publicly on the issues of the day. These debating or literary societies generously compensated for the poverty of the classical curriculum and the dreary regimen of colonial college life.

During this same time frame the Greek-letter fraternity movement began. Parent chapters were founded in the 1820's, and by 1840 fraternities were flourishing at most colleges in New England and New York. Next came organized athletics in the form of gymnastics, imported from Germany. In 1826, a Harvard dining hall was converted to these uses; at Princeton students covered half of the cost of building a campus gymnasium. By 1859 intercollegiate baseball, and in 1869 intercollegiate football, commenced what has become a fundamental tradition in American society.

This tremendous growth in campus life, initiated by students themselves, created discomfort among college governing boards, administrators, clergy-faculty, and parents. The immediate solution was to hire staff to undertake student control and supervisory functions. In 1877 Oberlin College enrolled four women students inaugurating coeducation and, coincidentally, creating the need for a dean of women. In 1879 Harvard appointed the first college dean with broadly-defined, non-teaching duties. And, in 1889 Johns Hopkins University hired the "first" chief of faculty advisors to look after student advising.

Student personnel services in the twentieth century. The early campus deans defined their jobs as they worked, and it was not until the 1920's and 1930's that there was anything resembling functional uniformity from campus-to-campus. But it became increasingly clear that student personnel workers had much in common, and they began to organize as a profession. College registrars formed the first professional association in 1910 (now AACRAO), followed the National Association of Women's Deans and Counselors (NAWDAC), the National Association of Student Personnel Administrators (NASPA) for deans of men in 1919, the American College Student Health Association in 1920, and the National Association of Personnel and Placement Officers in 1924 for college counselors and placement officers (now AACD and APGA,

respectively). After World War I, the personnel movement received a tremendous contribution from the Army, which had pioneered mental testing and counseling techniques. By the late 1930's, new psychological theories, such as the rational methodology of E.G. Williamson and the progressive writings of John Dewey guided counselors in their work with college students. Then, in 1937, the American Council on Education (ACE) sponsored an invitational conference for educational leaders whose worked with students included out-of-classroom activities. This distinguished group published the first comprehensive statement on the nature, goals, and belief system embedded in student personnel work, *The Student Personnel Point of View*. Ten years later, an ACE Committee of twelve student services practitioners revised and updated the original statement. Both statements have become foundation documents for the profession, and taken together create an understanding of the role of student affairs in American higher education (see Figure 1 for other Foundation documents).

Through the 1940's and 1950's student personnel work continued to grow and spawn professional subspecialties in such areas as college housing, financial aid, Veterans services, and student activities. No longer could one dean--man or women--effectively coordinate the diverse needs of college students. By 1958, the differentiation of educational support functions had become so diverse and the numbers of students entering higher education so great that the need was created for chief student affairs officers (CSAO's) at many colleges and universities.

From its emergence as a functional necessity in the late 1870's, over the past 118 years of professional practice student personnel services, or student affairs, has evolved concurrently with other professional specialities in society. There currently are more than one hundred graduate preparation programs for student affairs, three major national associations (NAWDAC, NASPA, ACPA), two dozen specialized national organizations, and hundreds of regional, state, and local associations. A growing body of professional literature, codes of ethics and professional practice, and the development in 1986 of standards and guidelines for many of the functional areas serving students has greatly enriched this professional area. Although still relatively unknown outside of the educational

community, student affairs is broadly acknowledged -- by educational leaders, government agencies, national accrediting bodies, major educational associations, and fifty years of research about the impact of college on students -- as a major contributor to the quality of the undergraduate experience, and an essential link in the effective administration of colleges and universities.

Purposes and Organization of Student Affairs

American higher education in the second half of the twentieth century is just as remarkable as its historical antecedents. Perhaps the most noteworthy developments have been the (1) creation of a layered educational system consisting of two-year and four-year, public and private colleges and universities, resulting in greater student choice and access to postsecondary education; (2) rise of the public sector, with four-fifths of all college students now attending public colleges and universities; (3) infusion of significant levels of public money into the system in the form of grants, contracts, and student financial assistance, such as veterans educational benefits, Higher Education Act of 1965 that expanded educational opportunity for disadvantaged individuals, and the 1972 Higher Education Amendments that created the "market model" of student financial assistance by making awards directly to students rather than institutions; (4) transition from a largely autonomous, self-governing enterprise to a highly regulated one that has blurred many of the traditional distinctions between public and private universities due, primarily, to student choice and not public policy; (6) general lowering of admissions requirements to accommodate more students; (7) turn toward vocational and professional curriculum in response to student demand, and (8) traditionally high levels of public confidence in higher education. Looking at the educational landscape today, one sees tremendous diversity among institutions in terms of mission articulation, quality of faculty and the undergraduate experience, size and ability levels of student bodies, organizational structure and governance, funding patterns, physical plants, library holdings, and sponsored research, grants, and contracts. The overall system is enrollment-driven and dependent on public monies but, surprisingly, operates in the absence of any national policy. There are currently

more than three thousand colleges and universities in the United States enrolling in excess of thirteen million students. It is estimated that higher education today is a $150 billion a year enterprise.

Definitions. Within the present context of great educational diversity and institutional differentiation, *student services* can be defined as those services and programs designed to a) assist students in identifying, clarifying, and achieving their educational goals, b) improve the quality of student life on campus, c) enhance the campus learning environment. The term *student affairs* has come to mean the campus organizational component that administers student services, and, more generally, the professional specialists who work with students in these capacities. The term *student personnel work* is no longer used to describe this aspect of higher education.

Some of the activities in which student affairs engages are directly supportive of the faculty (e.g., enrollment management, registration, academic advising, new student orientation, student discipline), while other services have a less direct relationship (e.g., health services, recreation programs, fraternity and sorority advising, campus housing). Overall, and in the most generic terms, the function of student affairs is one of participating in constructive ways in carrying out the educational mission of the specific college or university at which it is based.

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Appendix D (Continued)
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APPENDIX E

STUDENT SERVICES EVALUATION STANDARDS

This is a list of publications containing evaluation standards and guidelines for the various student service areas. Campuses are encouraged to include these standards among the objective standards used to conduct the campus evaluations of student services that must be conducted at least every five years. Since most organizations revise their criteria periodically, campuses should ensure that they are using the latest version of the respective standards (see page 19 of report).

A. Academic Advising

Standards and Guidelines for Academic Advising, Council for the Advancement of Standards for Student Services/Development Programs (1986)

B. Admissions

Admission Programs and Services Self-Assessment Guide, Council for Advancement of Standards for Student Services/Development Programs (1988)
Professional Development Guidelines for Admissions Officers: A Self-Audit, American Association of Collegiate Registrars and Admissions Officers and National Association of College Admissions Counselors (April 1984)

C. Campus Safety and Security

Police Officer Standards and Training, California Penal Code, Section 13500 (1988)

D. Career Services and Placement

Standards and Guidelines for Career Planning and Placement, Council for the Advancement of Standards for Student Services/Development Programs (1986)

E. Child Care

Child Care and Development, Title 5, California Code Regulations, Division 19, Chapter 1-15 (1989); *Accreditation System of the National Academy of Early Childhood Programs*, National Association for the Education of Young Children (1984)

F. Counseling and Psychological Services

Standards and Guidelines for Counseling Services, Council for the Advancement of Standards for Student Services/Development Programs (1986)

G. Cultural and Intellectual Development Programs

College Union Assessment Model, Association of College Unions International (1986)

H. Disabled Student Services

Standards and Guidelines for Disabled Student Services, Council for the Advancement of Standards for Student Services/Development Programs (1986)

I. Financial Aid

Statement of Good Practices, National Association of Student Financial Aid Administrators

J. Health Services

Recommended Standards and Practices for a College Health Program (Fourth Edition), American College Health Association (1984); Accreditation Association for Ambulatory Health Care

K. International Student Services

Standards and Responsibilities in International Educational Interchange, National Association for Foreign Student Affairs (1978); *Guide for International Admissions and Evaluation Officers*, American Association of Collegiate Registrars and Admissions Officers (1985)

L. Learning Assistance Programs

Standards and Guidelines for Learning Assistance Programs, Council for the Advancement of Standards for Student Services/Development Programs (1986)

M. Orientation/Transition Services

Standards and Guidelines for Student Orientation Programs, Council for the Advancement of Standards for Student Services/Development Programs (1986); *Orientation Directors' Manual*, National Orientation Directors' Association (1988)

N. Outreach and Recruitment

Statement of Principles of Good Practice, National Association of College Admissions Counselors (1984); *CSU Policy on Outreach and Recruitment*, Office of the Chancellor (1985); *Principles of Good Practice for Student Outreach Services in Califonria*, California Atrticulation Council (1984)

O. Registration/Academic Records

AACRAO Academic Record and Transcript Guide, American Association of Collegiate Registrars and Admissions Officers (1984); *Transfer Credit Practices*, American Association of Collegiate Registrars and Admissions Officers (1988); *Retention of Records*, American Association of Collegiate Registrars and Admissions Officers (1987)

P. Re-Entry Services

No current standards identified

Q. Residential Life and Housing

Standards and Guidelines for Housing and Residential Life Programs, Council for the Advancement of Standards for Student Services/Development Programs (1986)

R. Services for Underrepresented Students

Standards and Guidelines for Minority Student Programs and Services, Council for the Advancement of Standards for Student Services/Development Programs (1986)

S. Student Activities and Governance

Standards and Guidelines for Student Activities, Council for the Advancement of Standards for Student Services/Development Programs (1986); *Standards and Guidelines for College Unions*, Council for the Advancement of Standards for Student Services/Development Programs (1986); *Standards and Guidelines for Fraternity and Sorority Advising*, Council for the Advancement of Standards for Student Services/Development Programs (1986); *Standards and Guidelines for Recreational Sports*, Council for the Advancement of Standards for Student Services/Development Programs (1986); *Student Activities Assessment Model*, Association of College Unions International (1986); *A Guide to National Standards for Self Evaluation of Campus Activities*, National Assocation for Campus Activities (1989)

T. Student Rights and Responsibilities

Joint Statement on the Rights and Freedoms of Students, American Association of University Professors, *et al.* (1967); *Model Code for Student Rights, Responsibilities, and Conduct*, American Bar Association (1969); *Standards and Guidelines for Judicial Programs and Services*, Council for the Advancement of Standards for Student Services/Development Programs (1986)

U. Testing and Assessment

Code of Fair Testing Practices in Education, Joint Committee on Testing Practices (1988)

APPENDIX F

EDUCATIONAL SUPPORT SERVICES MASTER PLAN
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